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ABSTRACT

A team of teachers, administrators, and supervisory personnel developed this curriculum guide for a pre-instrumental program in the elementary school. It is suggested that all pupils in the grade immediately preceeding the beginning band grade be included, and that all sections taught by the music specialist be taught a minimum of 30 minutes a week for the entire school year. Although the Belwin method is suggested, this 30-lesson guide can also be adapted for use with other books. The primary exploratory instrument recommended for use in the classes is the tonette. Examples of class activities in the program include instructions on: posture, breathing, and tonguing; music reading fundamentals; pick up notes; breath marks; key signatures; introduction of 2-part harmony; note values; accompaniments; and instrumental technique. Students are encouraged to keep a notebook of each new fundamental learned. Other guides in this series are SO 006 547-549. (OPH)

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Curriculum Guide for Pre-Instrumental Program

Elementary Schools

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Vermilion Parish School Board
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ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE III
A COMPREHENSIVE PROJECT FOR IMPROVEMENT IN LEARNING

Curriculum Guide for Pre-Instrumental Program - Elementary Schools

Under the Direction
of
W. Gayre Bazar
Music Supervisor

Issued by

Vermilion Parish School Board
Abbeville, Louisiana
Dr. Joseph C. Kite, Superintendent

1970

FOREWORD

Over the years the Vermilion Parish Public Schools have had a successful music program, but while the whole pace of life around us is being changed beyond recognition, we cannot stand still. As we look to the future, we can be sure of one thing--change will be the pervasive characteristic of our lives.

Our music curriculum and instructional program must be flexible and resilient enough to meet the test of change and new developments as they occur in the field of music education. Teachers and administrators must hold in constant review the existing program and make necessary changes and adaptations that will enable students to function effectively in our contemporary society.

This Curriculum Guide is the product of a cooperative effort involving teachers and administrative and supervisory personnel. I feel the Curriculum Committee under the direction of Mr. W. Gayre Bazar has done an excellent job of preparing this Guide, which should make it simpler and easier for teachers to complete more successfully the transition to modern techniques in music education.

This is a tentative Guide. Your active involvement and participation in the continuing development and strengthening of our music curriculum is encouraged. The Curriculum Committee will welcome suggestions and comments from teachers and parents throughout the school year. Revisions and modifications of the Guide will be made as required and/or deemed necessary.

Schools in this country have set the pattern for the world by making room for every child, but that objective is being superseded by another--quality education for every child. That is the objective for our schools--a system for all, dedicated to the pursuit of excellence.

I urge all teachers to work diligently in helping children achieve success with this program and, in so doing, help our school system achieve a higher standard of excellence.

Joseph C. Kite, Ph.D
Superintendent of Schools

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PRE-INSTRUMENTAL PROGRAM IN THE ELEMENTARY SCHOOLS

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Introduction

A study of public school music history points out difference of opinion among music educators concerning aims and objectives of the music programs. It has been found that most successful music programs are those that provide a wide range of musical endeavors which offer the opportunity for every child to investigate the many and varied aspects and implications of music. It is important that objectives be clearly defined in each segment of the curriculum in order that the contribution of each activity be directed toward the total music program.

Point of View

We as music educators believe that:

Music education gives young people the opportunity to find a richer life through music, to guide students into a better understanding of, and love for music, to teach the pupil through music. It emphasizes the values of human living. It assists in developing an integrated person who may take his rightful place in the world in which he lives. Music may be his career, his hobby, his recreation, or simply another experience in his life.

Music education offers activities and studies which tend to develop the social aspects of life. Group activities in music in elementary, junior and senior high schools offer some of the most effective ways of developing cooperation, discipline, personal initiative, individual responsibility, and fellowship.

Music education contributes to the health of the student through the development of correct posture, rhythmical deep breathing, voice hygiene and other social habits. It also contributes to the mental and emotional health which is known to respond to the stimulus of music.

Music education contributes to the development of good work habits. It demands and encourages self discipline.

Music education aids in developing wholesome ideals of conduct.

Music education contributes to the development of citizenship by helping to produce an integrated personality; by giving students an opportunity to experience the democratic way of life which music

groups demand; by teaching love of country, pride in achievements, knowledge of its history, dedication to its improvement, hope for its future, and neighborly regard for the people of other lands through their music.

Music education contributes to home life by encouraging the pupils to take their music to their homes.

Music education contributes to recreation and to the fun of living.

In discovering talent, music education aids the pupil in discovering himself.

Music education affords a foundation for vocational training for all pupils whose interest and aptitude warrant their preparation for a profession career in some phase of music.

SECTION I

Objectives of Pre-Instrumental

1. The essential function of experiences with exploratory instruments will be to make musical responses richer, deeper, wider, more precise, sequential, and more dynamic.
2. These experiences will strengthen and enrich the elementary vocal program and develop unique qualities for musical growth.
3. This class will provide the key for a more successful instrumental program by creating in students a desire to play a formal musical instrument.
4. The exploratory instrument class will afford the opportunity to discover musical talent, being generally considered more effective than aptitude tests.
5. This class will develop more thoroughly music reading ability.
6. This class will make it possible for instrumental teachers to become involved in a learning situation with the pupils.
7. Finally, this endeavor will aid in determining and promoting parental interest and backing.

SECTION II

Scheduling

All pupils in the grade that immediately preceeds the beginning band grade should be included.

Class sections will be taught by the music special st for a minimum of thirty minutes weekly, preferably in the music room. This class should be included in the regular classroom schedule for the entire school year.

SECTION III

Instrument - Book

The primary exploratory instrument recommended for use in these classes is the tonette. This instrument was selected because it is inexpensive, easy to play, and because of the jointed mouthpiece, is relatively easy to tune. It is further recommended that this instrument be used along with other most commonly used classroom instruments (Auto Harp, Melody Bells).

Book Recommended: First Division Melody Instrument Method - Belwin

Note: The general procedure formulated here is recommended even if another book is used.

UNITS OF STUDY

It should be recognized that there will be variations in individual abilities and in class progress. Although it is not recommended, generally, it may be necessary, at times, to vary the suggested time schedule to fit the situation.

Unit 1

Five Weeks
(Beginning 2nd Week of School)

Lesson 1 - 5

Distribution of instruments and books

Care of instruments and books

Discussion of posture, breathing, tonguing and hand position

Music reading fundamentals utilized in materials covered

Complete C Scale

Perfect tunes in lessons three and four

Tests

a. Playing test

b. Fundamentals (written)

c. Aural acuity test

Unit 2

Six Weeks

Lesson 6 - 11

Review

New songs and drill materials

Instrumental technique

Pick up notes

Breath marks

Develop creativeness by utilizing exploratory tune in Lesson 10

Emphasis on music fundamentals

Tests

Unit 3

Six Weeks

Lesson 12 - 17

Review

Use of accidentals and key signatures

Fingerings for new accidentals

New songs and drill materials

First solo material

Introduction of two part material (Harmony)

Emphasis on music fundamentals

Tests

Unit 4

Six Weeks

Lesson 18 - 23

Review

Introduction of eight notes

New musical terms

Accompaniments for songs (part work)

New songs and drill materials

Continued emphasis on music fundamentals and Instrumental - technique

Tests

Unit 5

Four Weeks

Lesson 24 - 27

Review

Continued repertoire development

Drill on instrumental technique

Part work

Emphasis on knowledge of music fundamentals

Tests

Unit 6

Four Weeks

Lesson 28 - 31

Introduction of musical instrument families

Pupil research on various instruments

Compilation of student notebooks

Motivate pupil interest in further instrumental work

Tests

Unit 7

Three Weeks

Lesson 32 - 34

Determine pupil physical adaptability to various band instruments

Unit 1

Lesson 1, Page 2

A. Discuss correct instrument position, placement of hands, posture

B. Place left thumb, 1st finger over holes

1. Blow hard-easy-medium (as recommended)

a. Discuss and discover best sound.

2. Say Too - Sing Too

a. Play B (Left thumb, 1st finger) play four times (B-B-B-B).

b. Repeat several times or until good sounds are produced.

c. Insist upon good posture, correct hand position, tonguing, and breathing through mouth (corners)

C. Left thumb, 1st and 2nd fingers down

1. Play A (too)

a. Play A-A-A-A (several times)

b. Point out difference in pitch.

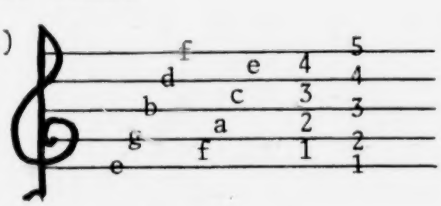
D. Play B-B-B-Rest; A-A-A-Rest

1. Repeat several times

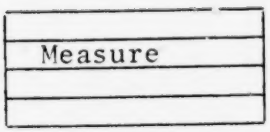
E. Things to Know

1. Begin Accumulation in a notebook; continue as each fundamental is added

(1) Treble Clef

(2) 

Staff Line & Space Number and Names

(3) 

Bar Lines

(4)
Double Bar

Notes

Whole
Half
Quarter

Rests

4 counts
2 counts
1 count

F. Teach care of instrument, book, and equipment.

G. Stress posture, tone quality, breathing, tonguing.

H. Notes should be separated by tonguing, not breath.

Lesson 2

A. Review Lesson one (fundamentals)

B. Page 3

1. Play B-B-B-Rest (as in book)

   a. Play as written on staff (may write on board or use overhead projector)

2. Play A-A-A-Rest

   a. Play as written on staff

3. Play B-B-B-Rest, A-A-A-Rest

   a. Read on staff (say finger, sing finger, play)

4. Introduce G (Use same procedure)

   a. Say, finger, B-B-A-A-G-G-G-Rest.

   b. Play

   c. Read on staff (say finger, sing finger, play)

C. Compare pitches

1. Which is highest?

2. Which is lowest?

D. Stress tone quality, posture, tonguing, breathing

Lesson 3

A. Review lines and spaces. Note values.

B. Page 4

1. Sing B-A-G-Rest

a. Repeat, finger notes

b. Play exercise

c. Play from written music (on staff)

2. Sing B-A-G-A-B-B-B-Rest (finger notes)

a. Play notes

b. Play on staff

3. Introduce and sing "Merrily We Roll Along"

a. Sing words

b. Sing letter names and finger notes

c. Play on instrument by phrases (two measures)

d. Play entire song

4. Read music (say letters) on music staff (same song)

a. Introduce half note and half rest

b. Have half of class sing and finger, other group play

c. Exchange

d. All play

1. Practice until perfected

Lesson 4

A. Review Song ("Merrily We Roll Along") in Lesson 3.

B. Page 5

1. Introduce Time Signature

a. Illustrate other time signatures.

Ex. $\frac{2}{4}$ $\frac{3}{4}$

2. Introduce "French Song."

a. Review half notes

b. Sing letter names by phrases (two measures) and finger notes

c. Count and clap rhythm

d. Play by phrases (may have half of class count and finger notes)

e. Play entire song

f. Repeat until perfected

g. Write in counts under notes on 2nd line of song

C. Teach right-hand position

1. Play down scale beginning with C (thumb only) adding one finger at a time until low C is reached.

a. Practice several times

b. Play scale beginning with low C - going up

Lesson 5

A. Review songs in Lessons 3 and 4

B. Review scale in Lesson 4

C. Page 6

1. Introduce dotted half note

a. Count first exercise

b. Sing letter names and finger

c. Play exercise

d. Sing words 2nd exercise and finger

1. Count and finger

e. Half class sing letters and finger notes, others play (by phrases)

1. Reverse

f. All play complete exercise

2. Sing words to "The Old Gray Goose" and finger

a. Review count difference in quarter and half note

1. Count entire song

b. Play by phrases until complete

c. Play complete song (half of class may count and finger)

d. Repeat until perfected

3. Sing "Yankee Doodle" and finger notes

a. Count and finger notes in song

b. Play first line until perfected

c. Play second line

d. Play complete song

4. Review music reading fundamentals

5. Test

Unit 2

Lesson 6

A. Review songs in Lessons 3, 4, 5

1. Review dotted half note

2. Review scale

B. Page 7

1. Introduce new notes in Ex. 1 F-E

a. Sing notes and finger

b. Play exercise

2. Introduce "Folk Song"
   a. Sing words and finger notes
   b. Sing letter names and finger notes
   c. Select solo or small group to play the solo part
   d. Play song (solo, class, all) as recommended in book
3. Introduce new notes Ex. 3 D-C (Low)
   a. Sing letter names of notes and finger
   b. Play exercise (by phrases if necessary)
4. Introduce "Twinkle Twinkle"
   a. Introduce repeat in 1st line
   b. Sing words and finger notes
   c. Divide class, half sing letter names and finger notes, others play
   d. Reverse
   e. All play
   f. Divide class and follow book recommendation for fun

Lesson 7

A. Review songs in Lessons 3, 5, 6
B. Review C Scale
C. Page 8
D. Introduce whole notes - Ex. 1
   1. Sing words and finger notes - Ex. 1
      a. Compare whole note, half note, quarter note
      b. Count and clap exercise
      c. Play exercise (half of class may sing note names, then alternate)

2. Review Time Signature (Ex. 2) and introduce the tie
    a. Say note letter names (finger) and rests in rhythm
    b. Divide class; one group say notes and rests (or count), others play (alternate)
3. Introduce "Cowboy and Indian March"
    a. Explain 1st and 2nd endings
    b. Sing words, finger notes
    c. Clap and count
    d. Sing letters, finger notes
    e. Divide, one group sing letters, others play (4 measure phrases)
    f. Repeat (exchange groups)
    g. All play entire song
        1. Repeat until perfected
        2. Do written exercise in book

Lesson 8

A. Review songs in previous lessons
B. Review C Scale
C. Review Time Signatures
D. Page 9
    1. Count and clap Ex. 1
        a. Sing letter names of notes and finger
        b. Play exercise
    2. Introduce "Pony Ride"
        a. Sing words and finger notes
        b. Count and clap

c. Divide class: one group sing letter names and finger notes, others play (4 measure phrases)

d. Alternate procedure

e. Play entire song together

f. Repeat until perfected

3. Introduce "Jingle Bells"

a. Sing letter names and finger notes

b. Count and clap

c. Divide class: one group sing letters, others play

d. Reverse: one group count, others play

e. Play all together

4. Stress correct breathing, tonguing, posture and accuracy in fingering and counting

5. Use exploring tune as recommended in book

Lesson 9

A. Review songs learned

B. Page 10

1. Introduce "London Bridge"

a. Sing and finger notes

b. Count and clap rhythm

c. Play (may divide class as usual)

2. Introduce "Marching Maneuvers"

a. Review 1st and 2nd endings

b. Count and clap first line

c. Play 1st line

d. Repeat until perfected

e. Count and clap 2nd line

f. Play 2nd line

g. Repeat

h. Divide class: sing words in both lines and finger notes

i. Play (divided class) both lines

3. Introduce "The Clock"

a. Sing words, finger notes

b. Play song

c. Repeat as needed

4. Introduce "Chop Sticks"

a. Count and clap 1st part

b. Sing note names and finger

c. Play 1st part

d. Repeat as necessary

e. Same procedure 2nd part

f. Divide class and play parts together

Lesson 10

A. Review songs in previous lessons

B. Review fundamentals as needed

C. Page 11

1. Introduce new note (high D)

a. Play Ex. 1, making sure of correct finger position

2. Introduce "A Music Game"

a. Sing words, finger notes

b. Divide class: one group sing letter names and finger, others play (Phrases if needed)

c. Alternate

d. All play

e. Repeat as needed

f. Play game as suggested in book

3. Introduce "A-Tisket-A Tasket"

a. Introduce - explain pick-up note, and breath marks

b. Count, clap

c. Sing words, finger notes

d. Play song (divide class and follow usual procedure if needed)

4. Introduce "Peter, The Pumpkin Eater"

a. Review endings if needed

b. Count and clap 1st part

c. Sing note letter names and finger if needed

d. Sing words and finger if needed

e. Play 1st part

f. Same procedure 2nd part

g. Divide class and play both parts

h. Use exploratory tune as recommended

Lesson 11

A. Review songs in previous lessons

B. Review fundamentals as needed

C. Stress good tone quality, accuracy in fingering and counting, correct posture and breathing

D. Page 12

1. Introduce "Scale Fun"

a. Sing words, finger notes

b. Count, clap if needed

c. Sing letters, finger if needed

d. Play

e. Repeat gradually, building up speed until cut time rhythm is reached

2. Introduce "The Merry Go-Around"
   a. Count and clap rhythm
   b. Sing words, finger notes
   c. Point out breath marks
   d. Divide class: one group sing letter names of notes and finger, others play
   e. Alternate
   f. All play together
3. Do rhythm work A and B in book
   a. Discuss
4. Test

Unit 3

Lesson 12

A. Review songs in previous lessons

B. Review fundamentals as needed

C. Page 13
   1. Introduce F# and explain
      a. Demonstrate fingering
      b. Play exercise 1 - (Repeat until perfected)
   2. Introduce "Yankee Doodle" (new key)
      a. Count clap
      b. Sing note letter names and finger
      c. Play (divide class, sing, play as needed)
      d. Repeat until perfected
      e. Play game suggested in book

3. Read Ex. 3
    a. Practice until perfected
4. Introduce "Lightly Row"
    a. Sing words, finger notes (1st part)
    b. Count and clap
    c. Play 1st line (phrases if needed)
    d. Repeat until perfected
    e. Same procedure with 2nd part
    f. Divide class and play both parts

Lesson 13

A. Review songs
B. Review F# fingering and how used
C. Page 14
    1. Introduce Ex. 1
        a. Count and clap rhythm
        b. Sing letter names and finger notes
        c. Play exercise
        d. Repeat until perfected
    2. Introduce "Faith of Our Fathers"
        a. Sing words, finger notes
        b. Count and clap
        c. Divide class; one group sing note letter names, others play (by phrases if needed)
        d. Alternate
        e. Play song
        f. Repeat until perfected

3. Introduce "Key Signature"
    a. Sing letter names (1st Ex.)
    b. Explain that F# is used as accidental
    c. Play
    d. Explain Key Signature (2nd drill)
    e. Say notes
    f. Play
4. Introduce "Round"
    a. Explain what a round really is
    b. Call attention to F# in Key Signature
    c. Count and clap if necessary
    d. Sing words, finger notes
    e. Play (by lines)
    f. Play complete song
    g. Repeat until perfected
    h. Divide class and play as a round

Lesson 14

A. Review songs in previous lessons
B. Review Key Signatures
C. Review Pick up notes
D. Page 15
    1. Introduce "Grandfather's Clock"
        a. Call attention to pick up note, key signature and repeat
        b. Count and clap
        c. Sing letter names and finger notes
        d. Play (divide class if needed)

2. Introduce "Minnie Tee Hee"
    a. Explain common time
    b. Count and clap
    c. Mention key signature
    d. Sing words, finger notes
    e. Divide class: one group sing letter name, others play notes
    f. One group counts, other play notes
    g. Play together
    h. Repeat until perfected
3. Introduce exercise
    a. Sing letter names and finger notes
    b. Caution about key signature
    c. Play exercise slowly until perfected
    d. Gradually speed up
4. Introduce "Counting Fun"
    a. Count and clap 1st part (repeat)
    b. Sing, finger
    c. Play
    d. Same procedure with 2nd part
    e. Divide class, play both parts together
5. Assign "Exploring Tune"

Lesson 15

A. Review songs
B. Review common Time Key Signature
C. Listen to "Exploring Tune" Assignment
D. Page 16

1. Introduce Bb - Explain
   a. Demonstrate fingering
   b. Class plays
   c. Play Ex. 1 and 2
2. Introduce "The Big Red Balloon"
   a. Count and clap
   b. Sing song, finger notes (Divide girls and boys as suggested)
   c. Play as suggested in book
   d. Repeat until perfected
3. Introduce "The School Patrol"
   a. Count and clap rhythm
   b. Call attention to Key Signature
   c. Review Bb fingering
   d. Sing words, finger notes
   e. Divide; one group sing letter names, others play (by lines)
   f. Alternate
   g. All play
   h. Repeat until perfected
4. Introduce "Old McDonald"
   a. Sing words and finger notes
   b. Count and clap
   c. Play by phrases
   d. Play complete song
   e. Repeat until perfected
   f. Leave out notes as suggested in book

Lesson 16

A. Review Songs

B. Review Bb and Key Signatures

C. Review Fundamentals as necessary

D. Page 17

E. Review Key Signature and Scale

1. Introduce "Skaters Waltz"

Note: This number will required more than one class meeting

a. Sing and finger 1st two lines (Main Theme)

b. One group sing and finger, others play (4-measure phrases)

c. Alternate

d. All play

e. Repeat until perfected

2. Do Exercise at bottom of page (in book)

Lesson 17

A. Review first 2 measures in "Skaters Waltz"

B. Review Key Signature and Scale

C. Page 17

1. Sing and finger "Skaters Waltz" (Lines one and two review)

2. Begin on 3rd line; one group sing and finger, others play

a. Alternate (by phrases)

b. Continue same procedure until number is complete, or lesson is over

D. Test

Unit 4

Lesson 18

A. Review songs from previous lessons

B. Review parts of "Skaters Waltz" learned in Lessons 16 & 17

C. Complete "Skaters Waltz"

1. Follow same procedure as in previous lessons

Lesson 19

A. Review songs

B. Review key signatures

C. Page 22

1. Introduce eighth note
   a. Show relationship between whole, half, quarter, and eighth notes
   b. Teach procedure for counting eighth notes (Use 1 & 2 &, etc.)
2. Count and clap "Ten Little Indians" (1-2 & 3-4 &, etc.) (2 measure phrases)
   a. One group count and clap rhythm, other sing letter names and finger
   b. Work by phrases until completed (alternating)
   c. [illegible] by phrases (one group sings letter names, [illegible] play)
   d. Al[illegible]te until completed
   e. [illegible]lay
   f. Re[illegible] until perfected

Lesson 20

A. Review songs

B. Review eighth notes

1. "Ten Little Indians"

C. Page 18 (Supplemental tune)

1. Introduce "Marines Hymn"

a. Review pick up notes

b. Explain D. C., Al fine

c. Sing letter names and finger notes

d. One group sing letter names and finger notes, others play (8-measure phrases)

e. Alternate until song is completed

f. All play

g. Repeat until perfected

Lesson 21

A. Review songs

B. Page 21

1. Introduce "Happy Birthday"

a. Remind of Key Signature

b. Further work on 8th notes

c. Sing song (words), finger notes

d. Count and clap rhythm

e. One group sing letter names and finger, others play

f. Follow same procedure until song is completed

g. All play

h. Repeat until perfected

2. Introduce "Jack and Jill" (Page 18)

a. Review 1st and 2nd endings

b. Teach, following usual procedure

Lesson 22

A. Review songs

B. Page 21

1. Introduce "Skip To M' Lou"

a. Explain accompaniment parts

b. Teach part one to entire class; following usual procedure

c. Divide class and teach accompaniment parts (strict rhythm)

d. Divide class into three groups and play all parts at once

e. Repeat until perfected

f. Review other songs if time allows

Lesson 23

A. Review songs

B. Review "Skip To M'Lou" (part songs)

C. Page 22

1. Introduce "This Old Man"

a. Sing, finger notes

b. Play, following usual procedure

2. Introduce "I Have a Pony"

a. Review rhythms

b. Count and clap rhythm

c. Teach, following usual procedure

D. Test

Unit 5

Lesson 24

A. Review songs

B. Review part song; "Skip to M'Lou" and rhythm song "I Have a Pony"

C. Page 20

1. Introduce "Carnival of Venice"

a. Teach as usual

b. Teach accompaniment No. 4 (same page)

c. Play - complete

Lesson 25

A. Review songs, especially "I Have a Pony"

B. Page 22

1. Introduce "When The Saints Go Marching In"

a. Teach in usual way

2. Introduce "The Victors March" (Page 18)

a. Follow same procedure in teaching

Lesson 26

A. Review songs; Round on page 14 No. 4

B. Page 23

1. Introduce "Brother John"

a. Sing in unison and as a round

b. Teach in usual way

c. Play in unison

d. Play as a round

2. Introduce "Mexican Clapping Song" (Page 20)
    a. Teach in usual way
    b. Review accompaniment No. 4
    c. Play complete (Melody and accompaniment)

Lesson 27

A. Review songs

B. Page 23

1. Introduce "Bee Phlatt-Boogie"
    a. Teach in usual way
2. Introduce "The Town Band" (If time allows)
    a. Teach in usual way

Note: Never sacrifice fundamentals

C. Test

Unit 6

Lesson 28

A. Introduce Instrument Families

1. Discuss generally. May write names on board by families
2. "Meet The Instruments" Record and Filmstrips
    a. Introduce Strings and Woodwinds
    b. Refer back to board if needed
    c. Assignment: Bring pictures of Instruments for notebook, write paragraph in ink, what made of, how sound is produced, etc.

Lesson 29

A. Review Lesson 28 (briefly)

1. Check assignment (pictures and paragraph)

Lesson 30

A. "Meet The Instruments"

1. Introduce Brasses and Percussion

a. Follow same procedure as for Strings and Woodwinds

b. Assignment: pictures and paragraphs

Lesson 31

A. Review Lesson 30 (briefly)

1. Check assignment

At this point the teacher should have become familiar enough with the pupils to determine those that have shown enough ability and interest to try out for the beginning band.

These people should be divided into relatively small groups and the next three lessons should be devoted to tryouts on regular band instruments.

B. Test

Unit 7

Lesson 32

A. Tryouts

Lesson 33

A. Tryouts

Lesson 34

A. Tryouts

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SUGGESTED CHANGES

Unit	Lesson	Changes Needed

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